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**Title : THE IMPLEMENTATION OF STAD MODELLED – COOPERATIVE
LEARNING TO IMPROVE READING COMPREHENSION AT X-9
IN SMA MUHAMMADIYAH 2 SIDOARJO**

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ABSTRACT

**THE IMPLEMENTATION OF STAD MODELLED – COOPERATIVE
LEARNING TO IMPROVE READING COMPREHENSION AT X-9 IN
SMA MUHAMMADIYAH 2 SIDOARJO; Heny Kuncah Diana. 2011; Advisor:
Dr. Phil. Khoirun Ni'am.**

In learning process, it will be very possible that teacher find out some problems in classroom. One of problems is students get difficulties to comprehend text, especially in Evaluation National test and the majority problems is reading comprehension. Moreover most of students are lack of motivation in studying. It needs learning model that increase student's participation and interaction to study English maximally since they are at tenth grade, especially for reading comprehension. One of learning models is STAD modelled – cooperative learning. This model can increase student's participation and interaction. The students can interact and cooperate with thier friends in learning process. They also can help their friends who got difficulties to comprehend the text.

To solve some problems above, the researcher implements STAD modelled – cooperative learning by using CAR (Classroom Action Research) in order to know the implementation of STAD modelled – cooperative learning in reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo. CAR is done directly by researcher in the classroom or in the school where the research is done with oppression in increasing quality of learning process. The research is done four steps, they were planning, action, observing, and reflecting. The researcher is acted as a teacher. Another English teacher who is partner of teacher acts an observer. The English teacher observes the teacher and student's activities in learning process. The instrument of this study is observation, questionnaire, documentation and test. Observation checklist and field notes are used to know the teacher and student's activities in learning process. While questionnaire is used to describe the student's responses after they had been learning using STAD modelled – cooperative learning. Then documentation also is used because the researcher takes data of the third reading scores. It is used as the first score and compared with the score of evaluation test in the first cycle. The researcher used test to know the result of learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo after the implementation of STAD modelled- cooperative learning. Test was given to the students after they had finished studying reading in each cycle. Score of evaluation test in the first cycle is compared with previous score. Then score of evaluation test in the second cycle is compared with the first cycle.

Based on the research, student's scores in the first cycle had become better than the previous data. In second cycle, the teacher gave attention to the students who got difficulties to comprehend the text. The teacher also asked to the leader of each group to help their friends. Based on the observation field notes, student's enthusiastic was increased. The students screamed and raised their hand when the teacher gave quiz. Score of students in the second cycle to be increased.

Based on the result of the first and second cycle above, action of the researcher to improve reading comprehension was success. Student's scores which under SKBM was decreased in each cycle. The percentage of students who are able to master reading increased in each cycle and exceeded the criteria of success. So the research had finished in the second cycle.

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CHAPTER I

INTRODUCTION

In this chapter, researcher tells about problems that emerge, the cause of problems and the reason of choosing the problem.

A. Background of the Study

There are some problems of English education in Indonesia. One of the problems is students get difficulties to comprehend texts, especially in Evaluation National test. The majority problem is reading comprehension. It is because the students are lack of motivation in studying. It needs learning method variously in order to study maximally and increase student's motivation to study English well since they are at tenth grade or the first grade, especially for reading comprehension. Teacher must be able to give learning model properly.

One of learning models that is chosen to improve quality learning is STAD (Student Team Achievement Division) modelled – cooperative learning. It is chosen as an alternative selection because it is simpler than the other cooperative learning models. It can increase student's memory by quiz. So that it can be motivated students in learning activity. The implementation of STAD modelled – cooperative learning can give choice for students to interact and cooperate with their friends, increasing teacher and student's interaction to comprehend difficult concepts.

Hopefully, the implementation of STAD modelled – cooperative learning can be motivated the students to learn reading comprehension. The writer wants to do a research about the implementation of STAD modelled – cooperative learning to stimulate the students in reading comprehension in order to make students easy and get spirit to comprehend various texts.

Based on the background above, Cooperative Learning is an appropriate model to be implemented in order to get learning model which is an active, creative, effective, pleasant, and innovative. The researcher wants to know how about the implementation of STAD modelled – cooperative learning in SMA Muhammadiyah 2 Sidoarjo, especially English education in reading comprehension because there are problems to teach the students in reading skill in SMA Muhammadiyah 2 Sidoarjo. STAD (Student Team Achievement Division) modelled – cooperative learning can be an alternative and this model is never done in this school. So the researcher will do research entitled:

**“The Implementation of STAD Modelled – Cooperative Learning to Improve
Reading Comprehend at X - 9 in SMA Muhammadiyah 2 Sidoarjo “**

B. Problem of the Study

Based on the background of the research, the problems of this study can be stated as follows:

Improve is an attempt or achieve to make something better as a result.

[illegible]

CHAPTER II

REVIEW OF RELATED LITERATURE

A researcher needs some theories to give relevant knowledge in the field. For that reasons, this chapter describes some theories related with the area of this study, example: the nature of reading, the importance of reading, cooperative learning, and STAD (Student Team Achievement Division) model.

A. The Nature of Reading

Reading is the skill in which the students have the great ability at the end of their language study. Students can do many activities while they are reading such as understand the meaning of the text, they try to discuss about the contents. Nuttal states that reading can be used to improve their language components.¹

It means that students focus on the vocabulary of structure, pronunciation and grammar.

Then, Hirasama and Markstein show that reading skill can develop other skill involves decoding and comprehension the meaning from the context, and to see the words which have different meanings in different of context.²

It means that reading is a process to get the meaning of the text. The reader tries to understand the message delivered by the writer.

Furthermore, Harris states that reading is a meaningful interpretation of printed or written verbal symbols.³

² Hirasawa, J. and Linda Mackenzie. *Developing Proficient Readers*. (Macmillan Heneman, 1996), 30

² Hirasawa, L and Linda Markstein, *Developing Reading Skill second ed.* (London : Newbury House, Inc, 1983), 9

³ Harris Albert J. *Effective Teaching of Reading*, (New York : David Mc Kay Company, Inc. 1962), 8-13

It means that reading is a process of constructing the meaning through printed words messages; obtain the meaning of some words which isn't known before. Therefore, reading can involve sensing, perceiving, achieving meaning and reading the ideas that is intended by the writer.

Reading is a way to learn language. It has a special place in learning English as a foreign language. Mikulecky defines that reading is an active process of focusing on the language of a text such as pronunciation, grammar, vocabulary, and discussing the content from the passage or text.⁴

It means that reading provides many components that can be used to support other skills. By reading a text, they can read aloud to check pronunciation, underlying the grammar and vocabulary.

Moreover, Harmer adds that reading is a way to communicate purposes, as sources of information, in order to identify specific uses of language.⁵

It means that most reading is involved speaking and writing activity. Many activities can be done through this skill, such as: studying specific subject and reading novel. By having good reading, students can acquire much information to support their language and vocabulary.

Harris and Sipay also stated that reading has been defined as the ability to recognize printed symbols and to comprehend the reading.⁶

It means that by reading the students will get news, facts, and information.

⁴ Mikulecky Beatrice S.. *A Short Course in Teaching Reading Skills*. (USA : Addison – Wesley Company. 1990), 27.

215. ⁵ Harmer, J. *The Practice of English Language Teacher Third ed.* (England : Longman. 2003),

⁶ Harris, Albert J and Edward R Sipay, *How to increase Reading Ability*. (New York : David Mc Kay Company, Inc. 1980) .2.

Based on some opinions above, it can be concluded that reading is a process to get the meaning of the text. Reading skill can develop other skills, such as : enrich vocabulary, pronunciation and grammar.

B. The Importance of Reading

Reading is very important for someone's life. By reading people will be able to get information about many kinds of information. At school, the students should be able to read many kinds of books. Bright and MC.Gregor that further education depend on reading's quality and quantity also emphasizes it. All the important study skills require quick, efficient and imaginative reading.⁷

For the classroom activity, reading is very important for the students who want to learn second language. Reading skill can help them to take imagination for writing skill.⁸

It means that reading is a mean of developing our ideas to integrate composition.

C. Cooperative Learning Model

1. Definition of Cooperative Learning Model

According to Slavin, cooperative learning is:

*"Cooperative learning methods share the idea that students work together to learn and are responsible for the teammates learning as well as their own."*⁹

The definition means that in Cooperative Learning, students study together, open mine, and are responsible for getting result of studying individually or grouping.

⁷ Bright, J. A, et al. *Teaching English as a Second Language*, 1970

⁸ Diaz – Vico, Lynne T, *Teaching English Learners : Strategies and Methods*. (USA : Pearson Education, Inc. 2004), 14

⁹ Robert E Slavin, *Cooperative Learning, second edition*.(USA : Chuster Company, 1995), 5

5. Principles of Cooperative Learning

a. Positive Interdependence

In cooperative learning, successful in finishing task depends on the effort of the group. Successful of the group determined the member of the group working.

a. Individual Accountability

Successful of the group depended in every member of the group. Therefore, every member of the group had task and responsible. It also must do in group.

b. Face to face promotion Interaction

It gave chance face to face in every member of the group, so the students can interact and discuss to give and get information from the other groups.

c. Participation Communication

It exercised the students to participate actively and communicate in learning process.

d. Evaluation

Giving time to evaluate group working and the result of their cooperative.¹⁴

D. Student Team Achievement Division (STAD)

1. Definition of STAD

Slavin explained that STAD modelled – cooperative learning, students are in group. It is consist of four or five students that fix of different ability, so there are some levels of students and several of gender, ethnic in every group. ¹⁵

STAD modelled – cooperative learning is done in small group heterogeneous. It starts with delivering the aim of learning and giving motivation, teacher's presentation, group working, giving evaluation (quiz) and giving score and reward in each group.

¹⁴ Dr. Rusman, M.Pd, *Model-model Pembelajaran* 212

15 Dr. Rusman, M.Pd, *Model-model Pembelajaran* 213

Slavin also explained that STAD motivated the student in order to encourage the student gave motivation and helped with the other students to comprehend skill that the teacher taught. If the students want to get reward, they must help the other students to study. They must give motivation to their friends to do the best. The students were given time to cooperate with their friends after the teacher gave the material. But they might not help when they got Quiz from teacher. So every students must comprehend the material (individual accountability).¹⁶

The fifth is “The Implementation of STAD Modelled – Cooperative Learning to Improve Reading Comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo”. The researcher uses STAD Modelled – Cooperative Learning to improve the students in reading comprehension. Hopefully, this model increases student’s scores in reading comprehension and student’s participation.

There are similarity between this study and the previous study. Both of them tried to uses Cooperative – STAD technique. The first and the second use Cooperative-STAD in writing skill. The third implements in speaking skill and also the fourth is same with the writer reading comprehension but it is different grade. The writer would use STAD Modelled – cooperative to improve reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo. The writer wants to know whether the implementation of STAD modelled – cooperative learning can make students better or not in reading skill, like the result of the first, second, third and the fourth researchers can be success make the student’s writing and reading skill scores increase in every meeting.

learning, develop teaching skill and knowledge and take all action to improve student's learning.

CAR is done directly by researcher in the classroom or in the school where the research is done with oppression in increasing practice and processing in learning. The research is done four steps, they were planning, action, observing, and reflecting.

Before the researcher did the first step, she had done preliminary study to teach reading comprehension at X-9 of SMA Muhammadiyah 2 Sidoarjo because the researcher wants to know about the result of implementation STAD modelled – cooperative learning and to identify the class problem. In preliminary study, the researcher should do some procedural act, such as : giving letter of permission from the university, meeting with principal of SMA Muhammadiyah 2 Sidoarjo to get permission to do the research and preliminary interviewing English teacher to discuss about student's ability in X-9. This step is important to classify student's ability in order to group them. After the researcher had done informal interviews the English teacher and observed the classroom, the researcher arranged the lesson plan. The first step of this study was begun by planning action. The researcher prepared the lesson plan, LDS, LKS, grouping and arranged the criteria of success in learning reading comprehension. The second was action, the researcher implemented STAD modelled – cooperative learning in the classroom based on the lesson plan that has made before. The third was observing, the researcher collected the data based on the observer. It was how the

teacher implemented STAD modelled – cooperative learning to teach reading comprehension. The last was reflecting, the researcher focused on making judgment or assessment whether the study was focused or no.

This research was done in two cycles. Before the researcher conducted this research using STAD modelled – cooperative learning, she had finished a preliminary study. It has been done to find out and identify the classroom problems. After the researcher had found out the preliminary study, she analyzed and made planning to do action in the first cycle based on the finding in the preliminary study.

B. Subject of The Study

The subject of this research was students at tenth grade in SMA Muhammadiyah 2 Sidoarjo. There were twelve classes in this school and the researcher chose class X-9 as the subject of this study. This class consists of 36 students, 19 are females and 17 are males. The researcher only chooses this class because according to the English teacher of this class there were some students got difficulties to comprehend the text. They still felt confuse to understand what the text about. So the students of X-9 would become source to know the implementation of STAD modelled – cooperative learning in Reading Comprehension.

1. Planning

In this activity, the researcher would do some steps, they are:

a. Identification problem

Problems come from observing the teacher when the teacher taught.

This problem would be taken as a solving to increase student's achievement.

b. Analysis cause problem

After the researcher had found problems that emerged in learning process in the classroom, the teacher would analyze the causes of the problem.

c. Developing as an action as a solving the problem

In this activity, the researcher would do as an action to solve the problem that has been identified. The teacher would plan an action that would be done by preparing learning project, such as:

- a) Syllabus.
- b) Lesson Plan.
- c) Worksheet, like : LDK (Group Discussion Worksheet)
- d) Form of evaluation test scoring, like LKS (Student Working Worksheet).
- e) The Criteria of Success.

2. Action

The researcher would implement the planning that was used for learning.

In the first step, before researcher did learning, researcher had put data of previous score the third reading comprehension test. It was used as the first score. After that the researcher would do learning based on the scenario, such as: making group and scoring. The steps of learning Reading Comprehension in STAD modelled – cooperative learning was:

a. Delivering the aim of learning and giving motivation

Teacher would deliver the aim of learning to the students based on the syllabus and give motivation to the students in studying.

b. Dividing Group

Teacher would make some groups. Each group consists of six students that has different gender and ability.

c. Teacher's Presentation

Teacher would present the material to the students based on the lesson plan.

d. Group Working

Teacher would give LDK (Group Working Worksheet) in each group. So the students did it with their groups. They study and work together.

Language Laboratory, Computerized Social Program Laboratory, Chemical laboratory, and Biology laboratory), 2 libraries, 9 offices (Principal office, Vice Principals office, administration office, financial office, bank, school health unit, guidance and counseling room, guest room, and teacher room), the auditorium with a capacity of 500 people, An-Nur mosque with a capacity of 2000 pilgrims meeting room, canteen, and several other spaces as a supporter.

b. Education and Learning Facilities of SMAMDA Sidoarjo

The Education and Learning facilities of SMAMDA Sidoarjo have been equipped for representative learning facilities as an effort to improve education and learning service. All classes equipped with air conditioners, in addition tables and chairs are also equipped within multimedia facilities (LCD projectors, internet Wi-Fi, and CCTV). All laboratories have been equipped with adequate equipment and materials for Lab activities students and teachers, also provided LCD projector, internet Wi-Fi, and CCTV. Library is equipped with a wide variety of books and references that adequate and sufficient for students and teachers, and also developed a digital library that follows any user to search various books and information needed. In supporting learning activities, teachers of SMAMDA Sidoarjo have created a textbook that conceived and developed based on the curriculum of SMAMDA Sidoarjo.

a) Delivering the aim of learning and giving motivation.

The teacher delivered the aim of learning based on the syllabus. The material was Narrative text. Before the researcher delivered the aim of learning, researcher had given greeting and introduced herself to the students. The researcher also gave motivation to the students in studying.

b) Dividing in group.

The researcher divided the students in group and organized the members of group by calling one by one and collected with their groups. Then the teacher organized the form of bench and table.

c) Teacher's Presentation.

The researcher was as a teacher. The teacher taught the students about Narrative text and the students were attention. The teacher explained the purpose, generic structure and the features of Narrative text. Then the teacher gave chance to the students who wanted to ask if they got difficulties to analyze and comprehend Narrative text, especially in identifying the features of text.

d) Group Working

After the teacher had explained about Narrative text, the students did LDK (Group Working Worksheet) cooperatively. They read and answered together by sharing and opening mind with the other students. They also gave their idea with the other friends. When

4) Reflecting

According to the real English teacher as an observer, the implementation of STAD modelled – cooperative learning in the first cycle was success. The students who had scores under SKBM was decreased. Based on the data of previous scores, there were nineteen students who had scores under SKBM . In the first cycle, it was decreased becoming five students who had under SKBM. In addition, mean of student's scores was increased. The mean of previous score was about 74,1 and the mean of first cycle score was about 87,1. It means that the student's scores increased.

Based on the result of observation, the English teacher and researcher discussed about the problems in teaching and learning process to make some reflections. The researcher would plan an action for learning process of the second cycle with getting higher target to make better than the first cycle. Teacher would manage the students when the teacher organized every student into group. The teacher also would give attention to the students who get difficulties and ask to the leader of group to help their friends who get difficulties in studying. In addition, the teacher would not change group. Member of groups are constant.

b. IMPLEMENTATION OF SECOND CYCLE

The process of second cycle was done after the first cycle had finished. In second cycle, teacher did action of perfecting learning process to solve the problems. In this stage, there were some steps that same with the first cycle. It was only occurred some developments in learning process from the first cycle. The second cycle was conducted on May 24, 2011 at 8 to 9.30 a.m and continued 10 to 11.15 a.m.

1) Planning

The researcher arranged the instruments learning process, like in the first cycle and also made changing based on the problems that emerged. The researcher gave attention for students who got difficulties in English learning, especially reading comprehension. The researcher also gave information to the leader in each group to help their friend's group who got difficulties to comprehend the text.

2) Action

In this stage, the researcher implemented the planning for learning process in order to get the result maximally. There was not changing the members of each group. The members of group were constant. The material was about News Item text. The steps of learning process in STAD modelled – cooperative learning were:

second and third groups. And the good group were the first, fourth, fifth and sixth groups.

3) Observing

The real English teacher acted as an observer. The researcher collected the information about the materials, teacher and students' activities during the learning process was continuing. It used checklist and field note. Observer ticked the observation checklist (Appendix 7). The observer also noted down some aspects of the teaching and learning which had not been covered yet in the observation checklist. It used field note form (Appendix 8).

According to the observation during learning process were continuing, the second cycle was better than the first cycle. The teacher was able to organize students. Based on the evaluation test in the second cycle, the student's scores of under Minimum Standard Student's achievement (SKBM) were decreased. In second cycle, it was only three students that had under Minimum Standard Student's achievement (SKBM). When teacher gave quiz to the students, their motivation increased. It seemed from their competitions between group and the other groups to answer questions that teacher gave to them. They are eager to get reward as a super group. It meant that they were competitive.

Table 13. The way of teacher's explanation to the students

No	Criteria	Score
1	Sangat mudah	2.8 %
2	Mudah	86.1 %
3	Sulit	8.3 %
4	Cukup sulit	2.8 %

Table 14. Understanding what the teacher teach

No	Criteria	Score
1	Sangat memahami	5.5 %
2	Cukup memahami	89 %
3	Sulit memahami	5.5 %
4	Sangat sulit memahami	0 %

Table 15. Student's responses about Cooperative Learning

No	Criteria	Score
1	Sangat suka	25 %
2	Suka	52.8 %
3	Kurang suka	16.7 %
4	Tidak suka	5.5 %

Table 16. The effect of cooperative learning in studying English

No	Criteria	Score
1	Sangat berpengaruh	8.3 %
2	Cukup berpengaruh	69.4 %
3	Kurang berpengaruh	22.2 %
4	Tidak berpengaruh	0 %

Table 17. Interesting the students with Cooperative Learning

No	Criteria	Score
1	Sangat tertarik	19.4 %
2	Cukup tertarik	63.9 %
3	Kurang tertarik	13.9 %
4	Tidak tertarik	2.8 %

Table 18. Using Cooperative Learning in studying English to the students

No	Criteria	Score
1	Sangat mempermudah	8.3 %
2	Cukup mempermudah	72.2 %
3	Kurang mempermudah	16.7 %
4	Tidak mempermudah	2.8 %

Table 19. Student's difficulty to look for main idea in the text

No	Criteria	Score
1	Sangat sering	5.5 %
2	Sering	52.8 %
3	Jarang	41.7 %
4	Tidak pernah	0 %

Table 20. Giving explanation to the students who don't understand

No	Criteria	Score
1	Sangat Sering	19.4 %
2	Sering	72.2 %
3	Jarang	8.3 %
4	Tidak pernah	0 %

Table 21. Giving motivation to the students

No	Criteria	Score
1	Sangat Sering	11.1 %
2	Sering	66.7 %
3	Jarang	22.2 %
4	Tidak pernah	0 %

Table 22. Giving motivation by implementing STAD modelled – Cooperative Learning in studying reading comprehension

No	Criteria	Score
1	Sangat memotivasi	16.7 %
2	Cukup memotivasi	77.8 %
3	Kurang memotivasi	5.5 %
4	Tidak memotivasi	0 %

From the table questionnaire above could be concluded that many students liked to study cooperatively than the students didn't like to study cooperatively. There are 77,8 % of the students like studying cooperatively. It could be seen in table 15. There are 94.5% of the students got motivation by implementing cooperative learning. It could be seen in table 22 above. So it was good new learning model to build their motivation, especially reading comprehension because they read the text together. They also shared and opened mind with their friends. If there were some students who didn't understand, the other students helped them.

There were about 58.3 % of the students often got difficulties to comprehend the text, especially looking for main idea of the text. It could be seen in table 19. So implementation of STAD modelled – cooperative

learning was appropriate learning model to solve this problem. The students got motivation to study English together and were also competitive in studying English.

b. The Result of Observation (Field Notes and Checklist)

Based on the observation, the teacher was good in presentation of the material about Narrative and News Item text to the students in the first and second cycles. *The teacher delivered the aim of learning and gave motivation, divided group, presented by the teacher* with briefing the purpose, organizations and features of the text. The students paid attention to the teacher's explanation. Although there were some students talked with their friends and made noisy when the learning process was continuing.

Then Group working, the students did exercise with their groups and the teacher walked around to each group. The students read and answered the questions cooperatively. If they got difficulties, they asked the teacher to give information about the material. Student's enthusiasm was high. It seemed when they gave their opinions about the text. The teacher also gave quiz to the students as *an evaluation*. They were competitive. The condition of the class was very crowded, because the students were enthusiastic to answer the questions. The teacher gave feedback about the lesson to the students. Teacher and students also gave summary of the lesson in the last learning process. So the students really

Based on the criteria, the percentage of mastery in the first cycle had concord about 86,1 %. Then the percentage of

mastery in the second cycle had concord about 88,1 %. It means that it is very good and exceed criteria of succes that reseacher made.

C. DISCUSSIONS

1. The Teaching and Learning Process

The researcher found several things that could be noted down from the result of observation during the teaching and learning process. The result showed the development of student's scores in each cycle. The following was the result of the first and second cycle :

a. The First Cycle

Based on the preliminary of study, there were problems. Most of students got difficulties to comprehend and looked for the generic structures of the text. Therefore, the researcher implemented STAD modelled – cooperative learning as a problem solving. The students were enthusiastic when the learning process was continuing. Although there were some obstructions, such as : the situation of the class was very noisy when the teacher managed the students to make some group, setting the bench and table, and also most of students felt uncomfortable when the teacher organized the members of group. Eventhough the learning process

could increase student's participation and give a chance the student to interact with the other students. Based on the observation field notes, the students shared and opened mind when the learning process was continuing. After that the teacher gave quiz to the students. They screamed and raised their hand to answer the questions.

Based on the result of reflection, the second cycle had become better than the first cycle. The student's score increased and also the students who had scores under Minimum Standard of Student's Achievement (SKBM) decreased becoming three students.

Based on the result of test, the first and second cycles had become better in each cycle. Implementation of STAD modelled – cooperative learning could improve student's reading comprehension scores. *Linguists have showed that Cooperative Learning can increase student's working in task academic, helping student comprehend difficult concepts and helping student grow ability to think critically. Based on the characteristics of STAD model, the indicator is students able to use activity and helping to finish the material.* It was right. In every cycle, the student's ability increased. Especially, some students felt difficulties to

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This section accumulates conclusion which had been reflected on the result in chapter IV. The result of the data analysis could be concluded as follow:

1. The implementation of STAD modelled – cooperative learning was done by delivering the purpose of learning and giving motivation, dividing groups, teacher's presentation, group working, giving evaluation and reward in each group.
2. The students' responses toward the implementation of STAD modelled – cooperative learning was good. There are 77,8 % of students like to study cooperatively. There are also 94,5 % of many students get motivation using STAD modelled in learning English, especially reading comprehension.
3. Student's scores prove that it increased after the teacher had implemented STAD model – cooperative learning. The student's scores increased in each cycle. In each cycle, the majority of students got better scores. Even student's scores under SKBM (Minimum Standard of Student's Achievement) had decreased in each cycle.

